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ABSTRACT

A study determined if the Directed Reading-Thinking Activity (DR-TA) method would raise levels of critical thinking in students. Subjects, 20 third-grade students, used the DR-TA for 30 minutes each day for a period of approximately 8 weeks. Subjects were pre- and posttested using the Thinking Skills Assessment and the Reading Attitude Inventory. Results indicated that the DR-TA: increased subjects' higher-order thinking skills; and increased positive attitudes toward reading, although the gain was very small. (Two tables of data are included; the Thinking Skills Test, the Reading Attitude Inventory, a letter to parents, and 71 references are attached.) (RS)

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THE IMPACT OF THE DIRECTED READING-THINKING ACTIVITY ON CRITICAL THINKING SKILLS IN THIRD GRADE STUDENTS

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OTTUMWA COMMUNITY SCHOOLS

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This Project Report is dedicated to my husband, Jack, and my two children, Mark and Anne, without whose love, support, and understanding, none of this would be possible.

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Chapter 1

INTRODUCTION

In the past many critics have felt that classroom teachers do not teach children how to think critically. Most educators now claim that a major goal of education should be to teach children how to think rather than what to think.

It is very important that classroom teachers train their students to become critical thinkers. Since reading is one of the most complex cognitive activities, it would make sense to use this process to teach thinking skills. The students would benefit from a different approach to reading each story through the use of their basal readers. This approach would not only improve comprehension, but would develop the skills necessary for critical thinking to occur.

The purpose of this study was to determine if the Directed Reading-Thinking Activity (DR-TA) method would raise levels of critical thinking in third grade students.

The major research questions were:

1). Will the use of the DR-TA improve critical thinking skills in a group of third grade students using their basal stories?

2). Will the use of the DR-TA increase positive attitudes toward reading in a group of third grade students?

This study involved 20 third grade students, seven girls and 13 boys. This study was limited to only those students who participated in the entire eight week project.

Definition of Terms

Critical Thinking Skills or Higher-Order Thinking Skills: Skills found at the higher levels of Bloom's Cognitive Domain of the Taxonomy of Educational Objectives: application (the use of information to solve a problem in a new situation), analysis (to take apart, look for similarities, compare and contrast), synthesis (to put together a unique creation (new) invention), and evaluation (to judge: more than just opinion, to support with reason).

Directed Reading-Thinking Activity: DR-TA is a small group approach to reading basal stories. The specific goal of this system is to get children to become critical thinkers, using the direct teacher instruction of setting purposes for reading based upon prior knowledge and textual information, resampling text, and then confirming or adjusting predictions in light of new information.

Metacognition: This refers to the ability to monitor one's own thinking. When applied to the act of reading, this definition suggests that the reader is able to select skills and strategies appropriate for the demands of the reading task.

The following assumptions were made in order to proceed with this study:

The teacher will be able to understand and apply the Directed Reading-Thinking Activity.

The data collection instruments do, in fact, measure the learning of thinking skills.

The teacher will be able to conduct the study objectively and impartially.

All students are capable of higher level thinking.

Thinking skills can be taught and learned.

Thinking skills can be measured.

Thinking skills are basic to the learning process.

The lack of a control group and the small size of the population being studied were both important limitations to the success of the project. The fact that the children were from a low socio-economic class could have hampered their ability to make predictions using prior knowledge and background experience.

Importance of the Study

Our society has moved itself from a manufacturing based society and into a technological and informational age. Because our world is faced with this accelerating change, a major goal of education should be to develop the learner's capacity to adapt to this change using decision making, problem solving, and other higher-order thinking processes. This will enable him/her to engage in lifelong learning. Thus, it is of utmost importance that education reflect

these societal changes and develop the higher-order thinking skills needed for future living.

CHAPTER 2

REVIEW OF LITERATURE

As the first research question was developed, certain areas of literature review gained importance as background material for the project. The first area presented is that of reading comprehension. The relationship of questioning to reading is the second area which was reviewed. The third area to be reviewed is higher order thinking skills and their pertinence to the reading process

Reading Comprehension

Reading comprehension as defined by Henderson & Green (1969, p. 14): "Reading is the process of taking meaning to, in order to construct meaning from language in print." Nolte and Singer (1985) take it a step further by emphasizing an active comprehension in which the student establishes the goal, determines what content is important, generates questions, and searches for answers to them. Active comprehension instruction places the focus of control in the students (De Charms, 1976) and enables them to learn a process of reading that will help them to achieve self-defined goals.

In Dolores Durkin's (1978-1979) landmark study on comprehension instruction that was being taught in the classroom, she found:

1). Practically no comprehension instruction was observed.

2). Other kinds of reading instruction were not seen with any frequency either, for example, phonics or word analysis instruction.

3). In addition to being interrogators, teachers also turned out to be assignment givers.

Durkin concluded that teachers do not give children much help in learning how to comprehend written text.

Babbs & Moe, (1983) state that children should first be taught to develop awareness of themselves as active learners, of the active nature of reading and learning, and of the need to establish the reading goal or crucial task. The teacher should explain, demonstrate effective reading procedures, ask questions to encourage student analysis, and role-play to help students learn to consider these steps when reading:

1). Think about thinking.

2). Know the crucial goal.

3). Plan ways to accomplish that goal.

4). Check to see whether the goal is met.

5). Take action when the goal is not met.

Using the explanation model of teaching comprehension described by Book, et al (1985) made students more aware of what they had been taught, and showed a significant positive

relationship between explicit explanation and metacognitive awareness. The explanation model included:

1). An introduction of the skill to be taught.

2). An explanation of the skill which includes the thinking process modeled aloud by teachers.

3). Teacher interaction with students during which: a). students are given a chance to practice the skill and to explain their thinking of the process, and: b). the teacher corrects mistakes and tries to get students to think through the use of the skill on their own.

4). Practice using the skill

5). Application of the skill in connected text.

Teachers were the key facilitators and role models in both of these studies on comprehension. They lend credence to the belief that comprehension is best taught as direct, explicit instruction. None of which was found by Durkin (1978-79) to be the case in her study on comprehension instruction.

Two other studies which lend further support to the premise of direct instruction are ones done by Paris, Cross & Lipson (1984), and Baumann (1984). In the first study children were taught to use Informed Strategies for Learning (ISL) to increase their awareness and use of effective reading strategies. Through direct instruction by the teacher of various reading strategies, the children

increased their metacognitive awareness and better use of these reading strategies.

The other study, (Baumann, 1984), using a direct instruction paradigm for the teaching of the reading comprehension skill of main idea, found it to be superior to the basal reader approach to teaching main idea.

Durkin (1981) examined basal reader manuals, kindergarten through grade six, in order to see what they recommended for teaching children how to comprehend and, in the process, to learn if a match existed between what was seen in classrooms and what is in the manuals. What she found was that most of the emphasis was given to practice of the skill at the expense of instruction, review and application of the skill.

The questions that teachers ask are basically questions that require assessment. Students are really not involved in the questioning activity to a point that questioning provides an opportunity to use divergent thinking or use questions as a means to learn HOW to comprehend. This leads to the next area of literature review.

Relationship of Questioning and Reading

Farrar (1984), asks a very thought provoking question: "Why do we ask comprehension questions?" Farrar contends that we are doing more than stimulating thought or seeking information when we ask comprehension questions. Instead, according to Farrar, the prime function may be to socialize

and train young people to think in accepted ways. (controlling students) If we are controlling students with our questioning techniques, then we are not encouraging divergent thinking or creative thinking on any level.

Studies conducted on teacher questioning techniques have had fairly consistent findings. These studies point out that most questions asked (62-79%) are on the literal level or lowest level of cognitive thinking (Guszak, 1972; Lucking, 1975). The knowledge and comprehension levels of Bloom's Taxonomy are designed to engage the learner in simple memory and the basic understanding of facts. The knowledge level checks basic facts about people, places or things (information gathering). Questions that check understanding (confirming) and memory of facts are on the second cognitive level, comprehension. Guszak (1972) reported a study in which he found that children were best at answering the kinds of questions that teachers asked most often. Teachers tended to ask direct "literal" comprehension questions about four times as often as inferential or interpretive questions.

Callacher (1965) provided some evidence to support the hypothesis that the pupils' expressive thought level is dependent upon the teacher's level of questioning. Cole and Williams (1973) provide empirical support for the concept that the characteristics of pupil responses are significantly related to the level of teacher questions.

Dixon (1983) found that when teachers ask more questions requiring synthesis and evaluation (Critical II) thinking, students responded more often at the same cognitive level requiring the use of Critical II answers.

In brief, it is evident that the majority of classroom questioning processes are lacking in that they do not encourage higher-order thinking skills.

Wixson (1982) examined the effects of questions directed at information of differing levels of importance in children's learning from text. There was a greater learning for directly questioned information than for any other passage information. If we want children to remember story information, then ask a question about it.

Rowe & Rayford (1987) found that a broad range of students use purpose questions as cues to activate background knowledge and thus support their value as prepassage content cues. Of the purpose questions used in this study, those that presented familiar topics and provided several pieces of information seemed to evoke more elaborated schemata.

Nessel (1987) states that the use of prior knowledge and prediction are clearly of great value in helping students set purposes for reading and use their own experiences as a basis for comprehending the text. If students are first asked to make a prediction and then use an anecdote as supporting evidence, attention remains on the

task at hand, bringing prior knowledge to bear directly on the story.

By asking "Why do you think so?" rather that "Have you ever...?" the teacher encourages students to widen their thinking about possible outcomes. They are not channeled to consider only what they have experienced. Instead, they are led to think about other stories they know and about other people's experiences with which they are familiar with, both legitimate forms of prior knowledge (Nessel, 1987). Thought provoking questions that engage students in the development of higher-order thinking skills increases reader interaction with the text, and his/her ability to think and comprehend.

This leads to the final area under review: higher-order thinking skills.

Higher-Order Thinking Skills

As teachers and educators we are under the impression that in school we are teaching children HOW to think. As the previous research has shown, teachers are more the interrogator, and students are looking for the "right" response to our questions. There is great emphasis on the products in our curriculum, and not enough value placed on the processes of higher-order thinking. Most educators will agree that the upper four levels of the taxonomy, Application, Analysis, Synthesis, and Evaluation, represent the so-called higher thinking processes. Questions that contain the elements or processes of these taxonomy levels

are designed to engage the learner in behavior which requires a more abstract, sophisticated integration of content and experience. There is a complexity of thinking generated at these levels which is not found at the lower levels of the taxonomy, Knowledge and Comprehension. The higher level questions require the student to: a). concentrate and observe details: b). relate past experience with new data for the purpose of creating unique relationships: and c). judge the validity of this new information which might be used in predicting future events. With technology allowing students to acquire basic factual information more readily, it will be necessary to teach processing skills rather that facts. Culture and a changing society create differing needs and learner characteristics. To teach thinking skills effectively, professional educators cannot enter the challenge blindly. They must assess the changing needs of society and students in order to implement a relevant and effective thinking skill program (Parker, 1983).

The second research question, that of the students improved attitude toward reading, is related to a study done by Lucking. Lucking (1975) reported that hierarchically ordered questions lead to significantly more interpretational responses. This study also looked at students and grouped them in high and low reading ability groups as it examined favorable or unfavorable attitudes toward reading.

At the end of the study, it was concluded that there was a relationship between higher order questions being asked and a more positive attitude toward reading, regardless of the students' beginning attitudes or reading level.

Current Approaches and Thinking

Current approaches in this area suggest that children can be taught to think critically, and it's the teacher's role to direct and teach this type of thinking.

According to Stauffer (p. 33, 1975) how children acquire a critical and creative reading ability depends primarily on how they are taught. It is the teacher's grasp of teaching techniques as well as her regard for critical reading as a thinking process that make the difference.

Davidson (1970) studied a Directed Reading Thinking Activity (DR-TA) involving higher-order questions asked by the teacher while students were engaged in a reading lesson. Davidson found that student's responses to the higher-order questions incorporated by the DR-TA were at levels higher than that of literal thinking. Students were, in fact, using higher-order thinking processes when asked interpretive and inferential questions.

DR-TA does indeed promote critical thinking (Haggard, 1988). Essential components of the critical thinking process, as set forth by Dewey (1938), Bruner (1960), and Suchman (1961), are found in the DR-TA. These include:

1). Identifying a problem.

2). Generating hypothesis

3). Gathering evidence

4). Testing hypothesis

5). Drawing conclusions

The objective of group DR-TA training is to develop skill in critical reading [Stauffer (1975)]. The first skill is the art of inquiry, or of asking relevant questions (Bloom's Analysis cognitive level). The second skill required is that of processing information (Bloom's analysis, synthesis cognitive levels). Finally, the third skill is that of validating answers (Bloom's application and evaluation cognitive levels).

CHAPTER 3

PROCEDURES

The population was composed of 20 third grade children, seven girls and 13 boys, ages eight and nine, who were enrolled in a regular third grade classroom at James Elementary during the fall of 1989.

James Elementary has a population of approximately 240 children located in a low socio-economic area of Ottumwa. The population is composed of mostly white students whose parents are on welfare, or employed in low-paying blue collar jobs. Approximately 75% of the children attending James school are on free or reduced lunches. There is one full section of third grade and one third/fourth split classroom. James' students have a very high mobility rate and consequently, only those children who were present during the entire project will be studied.

The children comprised two reading groups. The first group of 13 students, four girls and nine boys, were reading in a 3^1 basal reader; the second group, three girls and four boys, were reading in a 2^2 basal reader. The Houghton Mifflin reading program, 1981 edition, currently used by the Ottumwa schools, was the textbook used in the study.

The Directed Reading-Thinking Activity, DR-TA, was used with both groups for 30 minutes each day for a period of approximately eight weeks, October 2 to December 4, 1989.

In using the DR-TA, the teacher used the basic four steps as set forth by Stauffer (1975). These were:

Step 1: Prediction from title clues only.

Step 2: Prediction from first-page clues.

Step 3: Prediction from the first three pages of the story or evidence from one-half the story.

Step 4: Prediction from five-sixths of the story or the first five pages (at which point the reader uses all information except the climax page).

A typical introduction to a new story using DR-TA would have the children read the title and look at the picture. The teacher would ask "What do you think a story with a title like this may be about?" The children gave their predictions and then were told to read to the end of the first page and stop. After the first page had been read and all books had been closed, the comprehension check was done by the teacher. Questions, such as: "What do you think now?" or "What do you think will happen next?" or "Were any of you right?" were posed by the teacher. As the children modified or changed their predictions, the teacher would say: "Read the lines that gave you this idea" or "Prove it." The pupils would then read aloud the lines that supported their view. The children who made incorrect predictions readjusted their thinking according to the new information.

Step two began with the children being asked "What do you think will happen next?" Predictions were made and then

the children were assigned approximately 2-3 pages "To see who is right." When all the books were closed.the comprenension check began with the children reading aloud lines to prove points about their predictions.

Step three proceeded in the same way with the children assigned 2-3 more pages of the story. In Step four, the children were nearing the end of the story. Here they made predictions about how the story would end, and then read on to discover the climax of the story.

Depending on the nature and quality of the story being read, the teacher varied the amount of information the readers used to make judgements. For example, stops were made by thirds, halves, or page by page. Stauffer recommends varying the amount of information children are asked to use in each story. This avoids monotonous and a highly segmented treatment of every story.

New vocabulary words were introduced before the actual DR-TA began. They were presented in sentences on the board, read by the children, and if needed, meanings were checked on in the glossary. The children had been trained before the study to use contextual, picture, and phonetic clues for word recognition, also.

The children were pre and post tested using the Thinking Skills Assessment and the Reading Attitude Inventory (See Appendix A and B).

In pre and post testing the students using the Thinking Skills Test, the teacher gave each child a copy of the story Goldilocks; however, the teacher read the story aloud to the students and the questions were read to the students. The teacher gave no hints or answered any questions concerning the test. The students were given 35 minutes to complete the test.

For the pre and post test using the Reading Attitude Inventory, the teacher read the statements aloud to the students. It took approximately 20 minutes to complete the Inventory.

There are several possible limitations to the study. As was previously stated, the children are from a low socio-economic class, and the experiences and prior knowledge that they bring to their reading experience could be somewhat limited. Secondly, because the length of the stories in both basals averaged eight to 12 pages in their entirely, the stories usually took three to four days to complete. While the teacher did not find or observe any obvious problems with this, it could possibly prove to have been a distractor to the use of the DR-TA and the reading process.

Another concern is the use of writing skills in the evaluation process. Some children would find it much easier to give answers orally than to have to write their thoughts

down on paper. This would affect the reliability of the Thinking Skills Test.

The small size of the population used in the study could lessen the validity and reliability of the research findings.

CHAPTER 4

RESULTS

This study set out to determine:

1). If using the DR-TA would improve critical thinking skills in a group of third grade children using their basal stories.

2). If using the DR-TA would increase positive attitudes toward reading in a group of third grade children.

QUESTION 1

Although all levels of questions on Bloom's Taxonomy were tested, the purpose of this question was to find out if DR-TA method increased the critical thinking skills found at the higher levels of Bloom's Cognitive Domain: application, analysis, synthesis and evaluation.

Table 1 shows the results of the Thinking Skills Test. The pre and posttest scores are listed for each student at each each level of Bloom's taxonomy. The means on the pre and posttest are listed for each level. The greatest increase in the mean was shown at the Synthesis level. The table then gives the percentage of students who showed improvement from the pre to the posttest. The greatest improvement here was at the Analysis level. Finally, the table gives the percentage of children who received a perfect score on the pretest at each level of Bloom's Taxonomy, and compared this with the number of students who

scored perfectly on the posttest. The greatest increase was at the Synthesis level.

Question 2

Table 2 shows the results of the Reading Attitude Inventory. The negative questions were converted in the calculations so that the percent was figured with the number of positive statements made over the total number of inventory items. The students pre and posttest scores are listed in the first two columns. A two percent increase in the mean was reported from the pre to the posttest. The third column shows the percent of change between the two tests for each student. The students with the greatest gain were numbers 3 and 17, while the two with the greatest loss were numbers 7 and 20. All four of these students were members of the second reading group. In all, eight children increased their positive responses, nine children decreased their positive responses, and three children showed no change in their scores.

TABLE 1

PRE AND POSTTEST SCORES ON THINKING SKILLS TEST

	Know.		Comp.		Appl.		Anal.		Syn.		Eval.	
Student	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	4	4	1	2	3	3	2	3	3	4	1	1
2	4	4	3	4	3	4	3	4	4	4	1	1
3	3	4	1	3	4	4	2	3	3	3	0	1
4	4	4	4	4	4	4	4	4	3	4	1	0
5	4	4	3	4	2	4	0	2	3	4	1	1
6	4	4	3	3	3	3	1	2	2	3	1	0
7	2	4	3	1	2	3	2	3	2	2	1	1
8	4	4	2	1	3	3	3	4	2	3	1	1
9	4	4	4	4	4	4	3	4	4	4	1	1
10	3	4	3	3	3	3	3	4	4	4	1	1
11	4	4	4	4	4	4	2	4	1	4	1	1
12	4	4	3	4	3	4	4	4	4	4	0	1
13	2	4	2	2	3	4	1	2	2	4	0	1
14	3	4	1	2	2	3	1	2	0	4	0	1
15	4	4	3	3	3	3	1	3	4	4	0	1
16	3	3	3	4	4	4	4	3	3	4	1	1
17	4	4	3	4	4	4	2	3	2	4	1	1
18	4	4	4	4	4	4	2	4	3	4	1	1
19	4	4	4	4	4	4	4	4	4	4	1	1
20	4	4	3	2	4	4	1	2	2	4	1	1
Means	3.6	3.95	2.85	3.1	3.3	3.65	2.25	3.2	2.75	3.75	.75	.90
Gains Pre-Post	.35		.25		.35		.95		1.00		.15	
* % of improvement	25%		40%		30%		80%		60%		25%	
- with 4's pre-post	70%	95%	25%	50%	45%	65%	15%	45%	30%	80%	75%	90%
Number Possible	4		4		4	20	4		4		1	

* % of students showing improvement, pre-posttest

TABLE 2

READING ATTITUDE INVENTORY, PERCENT OF POSITIVE RESPONSES*

	Pretest	Posttest	Change (pre-post)
Students			
1	78%	73%	-5%
2	43%	50%	7%
3	50%	78%	28%
4	73%	83%	10%
5	70%	58%	-12%
6	68%	68%	0%
7	88%	70%	-18%
8	75%	80%	5%
9	55%	55%	0%
10	30%	52%	22%
11	73%	68%	-5%
12	68%	60%	-8%
13	73%	73%	0%
14	83%	74%	-10%
15	78%	85%	7%
16	63%	88%	25%
17	65%	93%	28%
18	73%	60%	-13%
19	78%	68%	-10%
20	53%	35%	-18%
Mean	67%	69%	

* Inventory consisted of 40 items

CHAPTER 5

CONCLUSION

The first research question would be supported by the findings of this study. The data supports the premise that using the DR-TA does indeed increase higher-order thinking skills in a group of third grade children. As stated previously by Stauffer, since group DR-TA training develops skills in the art of inquiry, processing information, and validating answers, it does develop a child's ability to think critically. It supports the belief by Haggard that the DR-TA method does promote critical thinking.

The second research question investigated whether this method would increase positive attitudes toward reading. The findings suggest that it does, although the gain was very small.

In setting up this study the teacher/researcher found it extremely hard to find a test for measuring critical thinking skills. Because such a high percent of the children in this study "ceilinged out" on the pretest using this measure, it is the feeling of this researcher that the test did not stretch far enough for these children. This would bring into question the validity of these findings. With more and more emphasis being placed on the teaching of critical thinking or developing critical thinkers, it would

be important to develop better instruments to measure higher-order critical thinking skills.

The teacher was confined to the students within her classroom, but a clear implication would be to use the DR-TA with a much larger group of children, and to set up a control group. The lack of a control group (used in this study), and the small population brings into question the reliability of the findings on higher-order thinking skills.

In observing the children using DR-TA, they seemed very excited about reading everyday, and a comment made by one of the children was: "Are we going to read in this new way everyday?" There were groans and complaints by the children when a story had to be stopped due to lack of sufficient time to finish it. One parent, observing her daughter's reading group, commented on "how excited and involved the children seemed to be in their reading assignment." It is the feeling of this researcher that the Reading Attitude Inventory did not pick up this excitement or was not sensitive to the particular changes being observed by the teacher. Making predictions and reading to see if they were correct carried over into other content areas as well. The teacher observed the children using the basics of DR-TA in both social studies and science.

After each story the children were assigned two comprehension pages in their Bonus Book workbook. It was observed that all the children completed these pages with a minimum

of errors. The teacher speculated that the use of the DR-TA was the reason for the observed improvement on the comprehension pages. It is the feeling of this teacher, after observing the improvement in the comprehension work done by the children, that there was an achievement gain in reading comprehension as well. This is only speculation at this point, as there was no achievement test, such as the Gates MacGinity, given to the students in this study.

This researcher felt that in using the DR-TA method, the children were being taught HOW to comprehend written text, as recommended by Durkin in her 1978-1979 study. It emphasized an active comprehension and teacher directed instruction which research has stated is the foundation on which good reading instruction is based. This teacher is continuing to use the Directed Reading-Thinking Activity in her classroom and will continue to do so in the years ahead.

APPENDIX A

APPENDIX A

THINKING SKILLS TEST

Name_____ Date_____

THINKING SKILLS TEST - Grade 3
Goldilocks and the Three Bears

KNOWLEDGE LEVEL

1. Why did the Three Bears decide to take a walk?

_____

_____

2.&3. List two things that Goldilocks did in the Three Bears' home.

(1)_____

_____

(2)_____

_____

4. Which Bear had a deep, heavy voice? _____

COMPREHENSION LEVEL

1. Why did Goldilocks like the Baby Bear's chair best?

_____

_____

2. What is meant by middle-sized?

_____

_____

3. What is the opposite of the term lie down?

_____

4. What made Goldilocks jump through the window

_____

_____

APPLICATION

1. If Goldilocks had come to your house what are some of the things that she might have used?

2. Name another food besides porridge that is served hot and is eaten from a bowl during breakfast.

3. What might the Three Bears have done as they walked through the woods?

4. If there had been a huge jet in the Three Bears' yard, which bear would most likely own it?

ANALYSIS

1. What parts of the story could have actually happened?

2. What parts of the story could not have actually happened?

3. What hints in the story may suggest that the bears had a cook stove?

4. In what season of the year do you think the story took place?

_____

Why do you think so?

_____

_____

SYNTHESIS

1. How might the story be different if Goldilocks had visited the three fish?

_____

_____

2. If the Baby Bear had a bike what might Goldilocks have done with his bike?

_____

_____

3. What can Papa Bear and Mama Bear do to help Baby Bear feel better?

_____

_____

4. If the Three Bears take a trip again what will they most likely do differently before they leave their home?

_____

_____

EVALUATION

1. Do you think Goldilocks was bad or good? _____
Why do you think so?

_____

_____

APPENDIX B

APPENDIX B

READING ATTITUDE INVENTORY
M. Ransbury

NAME_____ DATE_____

YES	NO		
___	___	1.	I visit the library to find books I might enjoy reading.
___	___	2.	I would like to read a magazine in my free time.
___	___	3.	I enjoy reading extra books about topics we study in school.
___	___	4.	I would like to read newspaper articles about my favorite hobbies or interests.
___	___	5.	My best friend would tell you that I enjoy reading very much.
___	___	6.	I would like to belong to a group that discusses many kinds of reading.
___	___	7.	My ideas are changed by the books I read.
___	___	8.	Reading is a very important part of my life. Every day I read many different types of materials.
___	___	9.	My friends would tell you that I'd much rather watch T.V. than read.
___	___	10.	I would only read a book if my teacher or my parents said I had to.
___	___	11.	Magazines, comic books and newspapers do not interest me.
___	___	12.	I do not enjoy reading in my free time.
___	___	13.	I would enjoy talking with someone else about one of my favorite books.
___	___	14.	I might go to the library several times to see if a special book had been returned.
___	___	15.	I am too busy during vacation to read.

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___ ___ 16. Reading is not a very good way for me to learn new things.

___ ___ 17. I think reading is boring.

___ ___ 18. If I see a comic book or magazine I will just look at the pictures.

___ ___ 19. I enjoy going to the library and choosing special books.

___ ___ 20. I do not read during any of my vacations from school.

___ ___ 21. I don't try to read many different kinds of books.

___ ___ 22. I read because the teacher tells me to.

___ ___ 23. I read only because people force me to.

___ ___ 24. I never do extra reading outside of school work because reading is so dull.

___ ___ 25. I only read extra books if my parents say I have to.

___ ___ 26. Some characters I have read about help me to better understand people I know.

___ ___ 27. Reading is a very important part of my life. I read every day and I enjoy doing it.

___ ___ 28. I would like to read some of the books my teacher reads to the class.

___ ___ 29. I would like to read more books if I had the time.

___ ___ 30. My parents force me to read.

___ ___ 31. Sometimes I think ahead in my reading and imagine what the characters might do.

___ ___ 32. I wish I could buy more books for myself.

___ ___ 33. Much of my free time is spent reading.

___ ___ 34. Reading is as much a part of my life as eating, sleeping, and playing.

___ ___ 35. A story I see on T.V. might also be interesting to read in a book.

___ ___ 36. Even a little reading makes me tired and restless.

___ ___ 37. I would always rather talk about things. than to read about them.

___ ___ 38. I have never wanted to read a book twice.

___ ___ 39. I have sometimes told my friends about a really good book that they might like to read.

___ ___ 40. Reading is a very important part of my life when I am not in school.

APPENDIX C

September 29, 1989

Dear Parents,

I am presently working on my Masters Degree in Elementary Education through Marycrest College in Davenport, Iowa.

I plan on doing a research project in my classroom using my present class of 3rd graders from October 3 through December 1, 1989. I will be using the Direct Reading-Thinking Activity (DR-TA) with each of my three reading groups. The DR-TA is an approach to teaching reading in small groups using direct teacher instruction, setting purposes for reading based upon prior knowledge and textual information, resampling the text, and then confirming or adjusting predictions in light of the new information read. Your children will use their present basal reader, but their introduction to new skills will be put on hold until the study is finished.

The purpose of using the DR-TA is to prove my assumption that this method increases the children's ability to use higher order thinking skills.

If you have any questions concerning my project, please feel free to give me a call.

Sincerely,

Cecilia Barron

Cecilia Barron

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